



Race to the Top - District

Technical Review Form

Application #0518TX-1 for Uplift Education - Peak Preparatory

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p><i>Uplift Education Consortium articulates a complete and coherent reform vision. The school district addresses each facet of the four core educational assurance areas.</i></p> <p><i>In regards to adopting standards and assessments that prepare students to succeed in college and beyond, the district plans to:</i></p> <ul style="list-style-type: none"> <i>Adopt the International Baccalaureate (IB) framework, which emphasizes conceptual learning and interdisciplinary connections,</i> <i>Incorporate the Common Core Standards as a means of adding rigor to the curriculum, and,</i> <i>Use normed assessments to gather achievement gap data.</i> <p><i>Uplift Education Consortium identifies ways in which it will build data systems that measure student growth and success, such as continuing their use of comprehensive assessment data to provide real-time information. The Applicant seeks to enhance this practice for program purposes.</i></p> <p><i>The school district indicates that it will recruit, develop, retain, and reward effective teachers through the use of its current system, which has been in place for the past three years.</i></p> <p><i>Uplift Education Consortium, however, fails to clearly show how it has turned around its lowest achieving schools. The example cited states that to remedy the situation, a new director was brought in each of the first three years. This data causes some concern as it places the Applicant's ability to find qualified staff into question.</i></p> <p><i>Overall, this places Uplift Education Consortium in the high range. While the overarching vision was strong, the applicant failed to show how it has turned around low-performing schools in the past.</i></p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p><i>Uplift Education Consortium shared its reasonable approach to implementing its reform proposal and how it will support high-quality LEA-level and school-level implementation of its proposed activities. The consortium will require that all schools that fall under their purview participate in the project and follow a detailed timeline to ensure deliverables are provided.</i></p> <p><i>The applicant also offers the necessary data about which schools will participate and the total number of students who meet program requirements.</i></p> <p><i>Because the district has a strong record of past academic success (which speaks to its approach to implementing its reform proposal), this places the Applicant in the high range.</i></p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p><i>Uplift Education Consortium will use its existing committee structure to ensure the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools as schools are added to the consortium. Comprised of stakeholders from various areas, this structure will help the Applicant reach its outcome goals. For example, the Applicant will use standards and assessments to improve academic rigor and data systems will be used to provide real-time student data. The Applicant provides a details chart of how progress towards vision, gaps, Race to the Top</i></p>		

funding, and goals are related.

The outlined goals are ambitious and the process the Applicant used to determine these goals places this score in the high range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

7

(A)(4) Reviewer Comments:

Uplift Education Consortium's annual goals are achievable. Where possible, the Applicant offers data that show that while the achievement gap is somewhat large, the measures the consortium plans to take such as implementing blended learning environments, will decrease double-digit numbers to single-digit differences.

However, the ambitiousness of the goals, especially the goals for college enrollment, are below that of the baseline figures and the graduate rates cannot be improved upon or is, at the very least, questionable. Additionally, although some of the baseline data is not available, the Applicant still offers goals, which also places ambitiousness in question. Because of this, the Applicant scores in the middle range.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15
<p>(B)(1) Reviewer Comments:</p> <p><i>Uplift Education Consortium demonstrates a strong track record of improvement for student achievement and has implemented a series of reforms which will provide a good foundation for further progress. The Applicant also demonstrates its record of success in the past four years by providing charts such as the one for 7th grade reading and detailing its improvements at its lowest performing school.</i></p> <ul style="list-style-type: none"> <i>A majority of the schools in the consortium earned scores that met or exceeded state standards.</i> <i>Increased SAT scores show students' college readiness.</i> <i>Demonstrated strengths in writing and geography for the lowest performing school in the district.</i> <i>Allows all stakeholders, such as teachers, parents, and students access to student data through iShine, a technology/data program that the district adopted in 2011.</i> <p><i>Overall, this places the Applicant in the high range.</i></p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p><i>Uplift Education Consortium maintains a high level of internal transparency in its processes, practices, and investment. For example, the Applicant notes that all staff members understand how the salary process works and includes a list of salaries and expenditures in the Transparency Overview. The Applicant also clearly demonstrates the great effort that takes to share all this information, through its communication program, with the community, parents, agencies, and others.</i></p> <p><i>The Applicant states that it shares information of processes, practices, and investments and offers additional information in Appendix B-2-3.</i></p> <p><i>Overall, the Applicant demonstrates an extensive effort to be transparent in all financial matters. This places the Applicant in the high range.</i></p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p><i>Uplift Consortium states that the State support for the project is adequate and that there are a number of reform groups based in Texas, which exemplifies state support of the consortium and its services. The Applicant further states that the schools in the consortium meet state requirements for standards, assessments, as well as educational and financial reporting. And the Applicant ends this narrative stating that it anticipates that there will not be any restrictions on the intended activities from the State.</i></p>		

Because the level of autonomy, according to the Applicant's own statements, fosters sufficient room to implement the personalized learning environments, the Applicant scores in the top range for this criterion.

(B)(4) Stakeholder engagement and support (10 points)

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(B)(4) Reviewer Comments:

Uplift Education Consortium offers strong evidence that it will engage all stakeholders in the development of the proposal and possible implementation of the project.

- *Inviting stakeholders, including parents, to Race To The Top steering committee meetings.*
- *Collaborating with local organizations to meet goals.*

The Applicant also conducted a survey of teachers and of the 74% that responded, 99% voiced support after they viewed the draft plan.

Various letters of support are offered by the Applicant. Stakeholders from a wide range of areas such as YES Prep and the Charter School Growth Fund offered their support and provided positive feedback for the proposed services.

Overall, the Applicant scores strongly on this criterion.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

Uplift Education Consortium goes to great lengths to explain and analyze its current status in implementing personalized learning environments.

- *Self-assessments have been conducted.*
- *Plans to adopt the International Baccalaureate system.*
- *Clear expectations, goals, timelines, and deliverables are in place.*

The Applicant also identifies needs and gaps that the plan will address and effectively details its plan to address the following:

- *Instructional coaches are needed to assist teachers with effective instruction.*
- *Curriculum materials are needed to provide additional rigor.*
- *Need to increase technological offerings.*

Each need and/or gap is outlined and the related plan elements are also detailed.

The Applicant scores high for this criterion.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19
<p>(C)(1) Reviewer Comments:</p> <p><i>Uplift Education Consortium offers an ambitious plan to improve the existing learning environment. The below items will help the Applicant's students master critical academic content and develop the necessary skills such as teamwork and problem-solving. The Applicant sees these activities as programs and services that will continue past the funding period.</i></p> <ul style="list-style-type: none"> • <i>Establish a comprehensive annual learning plan which will allow students to work towards college and/or career goals.</i> • <i>Implement the Common Core State Standards and International Baccalaureate framework which is all inclusive, provides rigorous content, and is ambitious and appropriate for the consortium's student population.</i> • <i>Strengthen existing college readiness programs.</i> • <i>Blended learning approach seeks to include students of all abilities.</i> <p><i>Personalized instruction will be achieved through the use of goal setting for special education students and ELL students. Differentiated instruction will also be implemented.</i></p>		

In addition to these measures, the Applicant also details its plan for the future, if grant funds are received. For example, teachers currently use the iShine program to set goals, track standards, and use assessment data to understand what students have or have not mastered. But the Applicant plans to extend this service to parents and students so that they will see grades, level of mastery, as well as activities that will close the achievement gap, a practice which will extend beyond the grant period.

Overall, the Applicant describes a comprehensive plan that relies on an effective and well-known program; however, the Applicant fails to clearly explain how students will be exposed to diverse cultures and perspectives that will help them navigate an ever-increasing global society. The Applicant scores in the high range for this criterion.

(C)(2) Teaching and Leading (20 points)

20

20

(C)(2) Reviewer Comments:

Uplift Education Consortium places a strong emphasis on teaching and learning.

- The consortium will provide teachers with the materials they need to teach, including the necessary training to implement the program such as iShine and the IB program.*
- The Applicant will assess teacher effectiveness through a comprehensive human capital management system (Shine Through Teaching Excellence) and provide content support through the use of coaches.*
- The Applicant will create a network that will support teacher knowledge and resources.*

The Applicant does offer the template that it will use to evaluate its teachers and administrators. Included in this tool is a section that observers can detail continuous learning practices and student focus. Teachers will receive benchmarks that measure student progress, which will be measured using assessments such as MAP and STAAR. The observation forms are comprehensive and include a section for developmental goals, which will be used to improve employee effectiveness and student performance. (A timeline of observations and conferences is also included.)

The Applicant will require that school leadership teams and members of the consortium governance will also use the above information to effect school change in addition to using the information to better assess teachers and provide quality feedback and improved individualized education plans for students. This approach will be ongoing and will provide continuous support to teachers and students.

Professional development opportunities are available to teachers in all content areas, including STEM subjects. The Applicant also states that it will work with students and parents to set and track annual goals. Summer training sessions and ongoing support through weekly campus professional development are the tools the LEA will use.

The plan, to place the most highly-effective teachers in the lowest performing schools, is of high quality as the Applicant will provide monetary incentives and awards to increase and retain these teachers.

The Applicant scores in the high range for this criterion.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	10

(D)(1) Reviewer Comments:

Uplift Education Consortium provides an impressive narrative about the individual schools' autonomy and how it will improve student outcomes.

- School leadership teams have school calendar, staffing, professional development, and budget oversight.*
- Students have the opportunity to advance and/or earn credit after taking regularly scheduled exams.*
- Schools provide resources such as Individual Growth Plans to bilingual, ESL, and special services students.*

Uplift Education Consortium offers strong examples of LEA practices and policies, but an important gap still remains

- The Applicant fails to detail the day-to-day operations and the policies and procedures of the Consortium's office (or the governing body of the Consortium).*

However, the extent to which students have the opportunity to progress is unclear, as well as their mastery of skills. The Applicant does not address the multiple ways a student can learn such as portfolios.

Overall, the Applicant scores in the higher end of the middle range.

(D)(2) LEA and school infrastructure (10 points)

10

8

(D)(2) Reviewer Comments:

Uplift Education Consortium has undertaken great measures to ensure that all students have access to necessary content and resources.

- The school district is making an effort to equip all students, regardless of income, with electronic books and notebooks.*
- Staff will be increased to provide additional technical support.*
- Parents will receive technological training to assist students.*

Although the Applicant will continue to use iShine and hopes to build it into an interoperable data system, the Applicant does not state whether it is using an alternate interoperable program until iShine can increase its functionality.

Overall, the Applicant will take the appropriate measure to ensure that all stakeholders will be supported by the district's infrastructure.

The Applicant scores strongly for this criterion.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p><i>Uplift Education Consortium outlines a comprehensive strategy for obtaining regular feedback on progress toward project goals.</i></p> <ul style="list-style-type: none"> <i>• A data-driven approach will measure the impact of the program on student performance using the Applicant's proposed measures.</i> <i>• Any implementation and support gaps will be identified and addressed after a review of data.</i> <i>• Outreach efforts will be refined after reviewing information gathered from surveys and other qualitative data.</i> <p><i>Overall, the Applicant details a high-quality plan that it currently uses and plans to continue to use, and because of this, the Applicant scores in the high range for this criterion.</i></p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p><i>Uplift Education Consortium will attempt to communicate with and engage internal and external stakeholders through a variety of channels such as newsletters, web site updates, and panel discussions.</i></p> <p><i>The Applicant scores high in this criterion.</i></p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p><i>Uplift Education Consortium provides a complete chart of performance measures including identifying staff such as teachers and principals. Each performance measure includes baseline data, standardized test scores, as well as target goals for each initiative. Sub groups are highlighted, giving additional attention to achievement gap data as well as social/emotional indicators.</i></p> <p><i>Additional information such as college-entrance exams and Advanced Placement were used for comparison to other college ready students.</i></p> <p><i>The overall goals are reasonable and achievable.</i></p> <p><i>Overall, the Applicant outlines an effective means of measuring and monitoring performance through assessments such as MAP, PLAN, and EXPLORE . The criterion is rated high.</i></p>		

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p><i>Uplift Education Consortium outlines a strong plan to evaluate the project's effectiveness. Ongoing data-gathering procedures such as surveys and interviews will provide program staff with thorough information. Additional information such as student achievement results and teacher evaluations will be examined. The use of portal information by students and their families will also be analyzed.</i></p> <p><i>Overall, the Applicant outlines an effective means of evaluating effectiveness of investments by tracking budget expenditures. The criterion is rated high.</i></p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p><i>Uplift Education Consortium outlines a comprehensive budget that is reasonable and sufficient to support the project for the duration of the grant. It appears that most funds to support the project will come from Race to the Top grant; however, additional funds will come from the Department of Education Teacher Incentive Fund, the Dell Foundation, and the Gates Foundation. The Applicant's rationale for investments and priorities such as the distribution of other funds and the capital investments the Consortium will make is sound and clear.</i></p> <p><i>Overall, the Applicant outlines a reasonable and sufficient budget. The criterion is rated in the high range.</i></p>		
(F)(2) Sustainability of project goals (10 points)	10	9
<p>(F)(2) Reviewer Comments:</p> <p><i>Uplift Education Consortium outlines a comprehensive budget that is reasonable and sufficient to sustain the proposed project beyond the funding period due to possible state funding, federal funding, private donations, and grants. However, it does not appear that the Applicant has received a strong commitment from the state.</i></p> <p><i>Overall, the Applicant outlines an effective means of sustaining the project. Past evidence of obtaining grant funds and the Applicant's fundraising skills indicate the Applicant's ability to acquire additional funds. The criterion is rated high.</i></p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2
<p>Competitive Preference Priority Reviewer Comments:</p> <p><i>Uplift Consortium's plan to partner with community organizations, etc. is vague.</i></p> <ul style="list-style-type: none"> • The Applicant states that it will continue partnerships with community organizations, but specific organizations are not named and the proposed activities are unclear. • The Applicant, it appears, will rely on its internal programs and services to increase parent and student engagement. <p><i>Eight population-desired results for students in the district were identified, most of which address the academic needs of each student.</i></p> <p><i>Few performance measures were identified. The performance measures are all focused on parental satisfaction and do not address desired results for students.</i></p> <p><i>Overall, the Applicant is weak in this area, and because of this, the Applicant scores in the low range.</i></p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p><i>Overall, the Applicant provides a sound narrative and complete overview of the proposed plan. The activities outlined will enhance student learning and achievement as well as foster a healthy district culture. The IB program will support and encourage college and career readiness while the increased technological support and infrastructure enhancements will deepen student engagement. The Applicant also goes to great lengths to explain how it will support its teachers, how it will differentiate instructions, and how it will personalize the learning environment for students.</i></p> <p><i>The Applicant has met the Absolute Priority 1.</i></p>		

Total	210	189
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	3
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>Performance-Based Initiatives</u></p> <p>Uplift Education Consortium details its Performance-Based Initiatives supplemental budget request.</p> <p>The Applicant's need for the additional program is questionable. The Applicant fails to explain why it has implemented this practice for the past two years using funds from another source, but needs additional funds to keep it going. The incorporation of schools that hasn't been included and the schools that have not been created is not clear. The budget also appears unreasonable as there is no explanation for each line item. The Applicant also does not explain how it will choose teachers that will receive this incentive or if the funds will be distributed system wide or only to the schools that do not currently receive this benefit. Because of this, the Applicant scores in the low range.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	1
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>Road To College</u></p> <p>Uplift Consortium, with its more than 90% college-enrollment rate, does an admirable job of preparing students for college. The Applicant also does a thorough job of outlining, in the proposal, how it intends to provide programs and services that will allow the high rate to continue.</p> <p>Yet, it is unclear how the supplemental funds will support the core project given that funds for activities outlined here were included in the main project budget.</p> <p>Additionally, items in the budget are unclear. For example, the Applicant states a need for emergency travel and expenses, but there is no narrative that clarifies this item. The budget also indicates fewer funds are needed for the Project Director each year, but again, there is no narrative such as the intention to absorb funds, to explain this.</p> <p>Overall, the costs are not reasonable and there is no clarifying/supporting narrative. It is unclear how these supplemental funds will enhance an existing program. Because of this, the Applicant scores in the low range.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	3
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>Hampton: PLTW</u></p>		

Uplift Consortium's plan to implement Project Lead The Way (PLTW) is admirable and the project is not included in the main proposal. It appears to be a great program that supplements the college-readiness component by providing an additional career component that will allow students to integrate academic knowledge and real-world problems with the goal of increased academic understanding.

Yet, the Applicant does not provide a complete description about PLTW, such as how personnel and resources will be obtained and allocated. Additional costs such as teacher salaries increase but the Applicant gives no explanation as to why. Additionally, the Applicant states that although the program will be housed at Hampton Prep, it does not explain how it will use the program across the district. This section of the plan is vague and the expenses associated with program expansion should be more detailed.

Overall, the plan is not strong and lacks clarity. Because of this, the Applicant scores in the high end of the low range.



Race to the Top - District

Technical Review Form

Application #0518TX-2 for Uplift Education - Peak Preparatory

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
(A)(1) Reviewer Comments: The applicant, a consortium of five districts with an enrollment of 7500 students in 26 schools located in Texas, provides a vision statement that addresses the four core areas of the program. For example, in addressing standards and assessment, the applicant indicates it will adopt a rigorous curriculum using the International Baccalaureate (IB) framework. Within this framework they will integrate state test scores and the common core standards. The vision statement also includes activities and services to build data systems, develop effective teachers and principals, and turnaround of the lowest performing schools in the consortium. In its plan of action, the applicant provides specific information about the curriculum, testing, and how it will attain greater student achievement. The plan itself focuses on students and a personal learning approach, technological and human development to improve teaching and leadership, and efforts to include parents as partners in their children's education. The comprehensiveness of the statement is reflected in the description of how the consortium will use technology, store and use data, and increase student and family access to data and information.		
(A)(2) Applicant's approach to implementation (10 points)	10	10
(A)(2) Reviewer Comments: The applicant provides a plan to implement the project that includes all five of the schools/districts over the lifetime of the grant. Initially, the enrollment levels are 7,557 and will grow to an estimated 13,000 by the end of the grant. The applicant provides a general timeline which begins with a pre-plan assessment in the spring of 2013. The plan includes an initial rollout of programs in the summer of 2013 and additional efforts to pilot activities and services in the years 2014 to 2015. This student/family portal for information sharing will be developed from the spring of 2013 to the fall of 2015. Family resource centers will be initiated in the spring of 2013. The applicant indicates that these efforts have been developed with the input of all stakeholders. The narrative is supplemented by tables dealing with school demographics which include all schools as well as the required information in terms of raw data and percentages. The information includes specific subgroups such as low income families and high need students. Included are letters of support from parents. Overall, the information is detailed, includes broad participation in the planning and provides a precise picture of the schools involved.		
(A)(3) LEA-wide reform & change (10 points)	10	9
(A)(3) Reviewer Comments:		

The applicant indicates that all schools and all students are involved in the reform and change efforts. In addition, it indicates that the reform efforts will be implemented using administrative and classroom leadership. It will also use pre-existing committees which include all stakeholders to continuously monitor the current plans and implementation. The applicant provides a clear statement about its implementation through the use of a chart which includes progress toward its vision, it identifies actions it will take using this grant funding, and specific college readiness objectives. It is unclear in its statement and table if the applicant is addressing career goals and objectives.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
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(A)(4) Reviewer Comments:

The applicant provides extensive information in table format for its key goals in end of course tests, reading improvement, math improvement, graduation rates, and college enrollment rates. The data are included for appropriate grade levels, various student subgroups, and all schools. The applicant provides reasonable goals in each area for the grant period and for the post grant time as well. The applicant provides limited information on how it determines the goals related to growth particularly in the end of course exams. In many cases, the applicant depends on the reader understanding the various anagrams for tests and programs unique to that state. Some additional information in narrative form would assist in making a determination concerning the ambitiousness and achievability of the proposed goals. The brevity of the information in narrative form does not explain some projections; e.g., graduation rates that fall below the baseline.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

To substantiate its record of success, the applicant provides a great deal of information about student achievement. Overall, the data show substantial gains on the part of students taking state assessment tests and end of course exams of the Iowa test of basic skills and other similar instruments. For example, students in four of the schools involved in the grant achieve high levels of the state assessment test, well over the 90% mark in reading, writing and social studies. They are well above the 80% mark in math and science. One school which is described as the lowest performing school exceeds the 85% mark in reading, writing and social studies. However, the school has noticeably lower scores in math and science but still exceeds the 70% mark. The applicant indicates that it is focusing its efforts on increasing its achievement levels and closing the gap in the school. It provides specific efforts concerning teachers, student growth, and achievement to improve the scores in the school. At present, the applicant uses a program that tracks student performance. It also plans to use data in the form of campus-based dashboards to advise stakeholders of how students are improving. Teachers are able to access a range of reports to assist them in making day to day decisions.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The applicant indicates that it has an open communication process that shares information with all stakeholders at all levels. The communications program includes information about how the program works, and includes information about personnel. Included are salaries, merit-based pay, development opportunities, and other compensation. The applicant indicates that they are committed to achieving salary parity for all teachers and seeks to have an effective system of performance-based pay. The applicant also indicates its willingness to share information widely in the community with parents, government agencies, education groups, and the philanthropic community. Additional information to support the statements is presented in the appendix (Appendix B2,3 Transparency Overview) and indicates that the consortium has a strong commitment to be transparent.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The applicant provides an excellent description of the overall community in which the schools are located. In addition to its increasing growth in the Latino population, the area appears to be conducive to reform and change such as that being proposed by the consortium. The applicant states that it has the legal, statutory and regulatory autonomy needed to implement its proposed change strategy. It also describes similar reform efforts as well as reasonable support from the state of Texas for

charter schools. In addition, all schools in the consortium meet state requirements in terms of educational and financial reporting.

(B)(4) Stakeholder engagement and support (10 points)

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(B)(4) Reviewer Comments:

The applicant indicates that it has developed its programs by involving parents, teachers, leaders, community mentors, partner organizations, and students. The stakeholders have participated and have given feedback to the quality of the participation. A steering committee for the race to the top program reviewed the proposal and provided feedback. The consortium has also collaborated with local education organizations such as Commit! and the Teaching Trust Program. The consortium and its partners do not have educator collective-bargaining agreements. The applicant reports that 74% of the teachers responding to a survey indicate they support the program. In addition, letters of support are included from a number of foundations, education groups, local officials including the mayor, and several community partner organizations such as Big Brothers/Big Sisters and the Boys and Girls Club.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The applicant indicates that it has already initiated a preliminary analysis and assessment, and plans to conduct a more detailed analysis of needs. Both the initial gap analysis and the proposed comprehensive analysis focus on key areas such as instructional support, curriculum materials, technology, digital resources, student data access, and data and information. The applicant has fashioned a comprehensive assessment around these areas. The plan includes goals, activities, timelines, deliverables, and responsible personnel. Each of the categories describes the specific actions, processes, and individuals. For example, in the spring/summer 2013, the project director and department will conduct inventories to determine if appropriate resources are available to provide appropriate flexibility for the activities.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18
<p>(C)(1) Reviewer Comments:</p> <p>The applicant describes a plan that focuses on the individual student and includes support from educators, parents, and community members. Included are efforts to personalize student learning through an inquiry-based curriculum. Overall, the applicant seeks to develop a comprehensive annual learning plan for each student and develop a rigorous curriculum through the use of the International Baccalaureate (IB) framework, incorporating educational technology and blended strategies, strengthening the college preparation program for all students, and creating processes to share data for performance management with educators, students, and families. The applicant describes these issues in terms of current and future activities, specific programs and services, and current operations and planned activities. For each area, the applicant has specific goals and results. The applicant supplements the detailed narrative with a comprehensive chart identifying each of the five areas as well as specific deliverables and timelines. In describing the plan, the applicant indicates that the International Baccalaureate framework lends to personalize learning. It is unclear how the program accomplishes this outcome in terms of special needs students. The general description of the framework is vague at times and is not specific in terms of grade level or subject area. Also not clear in the plan is which personnel will carry out these activities.</p>		
(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>The applicant indicates that the way to achieving personalized learning for their students is through teachers and leaders. As a result, the applicant has developed several strategies that focus on supporting consortium educators, measuring their effectiveness, and providing educators with a personalized learning environment. The process is based on an individual assessment which includes data and information by content standards and performance outcomes for student goal setting. Also included are past performance assessments, course grades, and a portfolio of work. Based on this positive approach, the applicant seeks to assess and develop curriculum materials around the International Baccalaureate program and train additional teachers. In addition to current programs, the applicant seeks to employ the International Baccalaureate instructional approach, work with students and parents to set and track annual goals, individualized instruction to meet unique student learning needs, develop specific criteria for teacher performance, and develop a comprehensive system of human capital</p>		

management. The applicant seeks to develop the iShine through Teaching Excellence program which involves goal setting, observation and feedback, assessable data, rewards, and leadership development. The narrative is supported with a chart that provides specific goals, activities, deliverables, and timelines. The applicant has a comprehensive system to provide regular feedback to teachers in order to adjust student personalized education programs (Shine Through Teacher Excellence or STTE). Both teachers and school leaders are assessed using STTE. The applicant provides material in the narrative as well as in the appendix describing professional development activities to improve student learning and educator effectiveness.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	9
(D)(1) Reviewer Comments: The applicant describes how it has streamlined its staff and organized itself for efficiency. It has also created a central team of specialists who worked across the consortium. This structure allows the school leader more time to spend on working with students, teachers, and parents. The applicant also indicates that it has developed specialized efforts to assist English language learners as well as special education students. Both curriculum and instruction have been individualized to work with these two student groups. While the applicant has indicated it has streamlined its structure, it is unclear what that structure is. While there is a project director, it is unclear how day-to-day operations will function or how financial or personnel disputes or conflicts will be resolved. Equally unclear are issues related to alternate or multiple ways of assessing mastery for students and how resources and learning are adaptable and fully accessible to students. The information provided is very general and lacks specificity.		
(D)(2) LEA and school infrastructure (10 points)	10	6
(D)(2) Reviewer Comments: In this section the applicant discusses accessibility, technical support, open data format, and general information on availability of data. For example, in terms of accessibility, the applicant will develop Parent Resource Centers which will provide access to computers and choose the various networks which provide data and information. The applicant will also provide support to parents in order for them to better understand what the data means relative to their child's development. Overall, the activities are very purposeful and helpful to achieving some level of personalized learning. It is unclear how these activities will specifically impact on parents and students and what the expected level of usage these opportunities will provide. The information is positive but its general nature does not fully provide the necessary understanding of what these approaches will do. The applicant does not indicate that it has an interoperable data system.		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: The applicant indicates that its continual improvement will be based on assessment, data and analysis, and change necessary to meet the goals of the project. The applicant will develop a balance scorecard for each school with annual goals for discussion at its public meetings throughout the year. In addition, it will gather and analyze information on student results, project implementation, engagement and communications, and resource analysis. This information will be made available consistently to all stakeholders, specifically through an annual calendar or program evaluation activities and various activities such as coaching and intervention. The applicant provides a table where there is a monthly timeline, a listing of actions, and identification of facilitators. An overall evaluation will include contacts, input, process, and product assessments. The applicant provides a great deal of process information. It also provides specific information about the types of data it will collect and how it will process the data in the appendix.		
(E)(2) Ongoing communication and engagement (5 points)	5	4
(E)(2) Reviewer Comments: The applicant indicates that it will report on program activities on a continuous basis to all members of the consortium, and		

provide data to such agencies as the Department of Education at the federal and state levels. It will also share information with the broader educational community through newsletters and other reports. It will also produce case studies and a website. It will also carry out targeted communications to the community and emphasize the changes that have been made. No specific timeline is provided nor are individuals responsible for carrying out these activities identified.

(E)(3) Performance measures (5 points)

5

5

(E)(3) Reviewer Comments:

The applicant provides both academic indicators as well as social/emotional indicators. Included in the academic indicators are state and national test scores as well as such measures as PLAN and EXPLORE. National test scores were used for comparison to other college ready students. Similarly, tests that are normed nationally and statewide are used for comparison purposes. In terms of social/emotional indicators, the applicant indicates that measures included college readiness, sense of safety and comfort for students, discipline, fairness and level of welcoming. The applicant provides the required tables of performance measurements, identifying both teachers and principals and various subgroups of students. In addition, the applicant provides data to support indicators in reading and math at various grade levels, student subgroups, and numbers. The performance measures provided on the tables include ambitious projections and goals which should be achievable during the project lifespan. Over the four years, the changes represent responsible and achievable improvements. The information is complete and practical.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

The applicant indicates that it plans to evaluate the project by analyzing student achievement results, assessing teacher and leader effectiveness, and analyzing the extent of educator and student/family use of the portal for goal tracking and assessment data. The information includes specific data to be collected and how it will be analyzed. This information is very comprehensive and will enable the project to determine how successful their investments have been.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments: The applicant provides a very detailed budget narrative and line item budget. The individual items are consistent with the proposed activities and services of the project. The narrative allocates funds towards specific schools as well as to specific activity areas. The information is appropriate and reasonable. For example, the applicant allocates a larger amount of money to its lowest performing school based on the idea that more activities and services are needed to raise those students to college ready levels.		
(F)(2) Sustainability of project goals (10 points)	10	10
(F)(2) Reviewer Comments: The applicant has developed a plan to sustain the project after grant funding has ended. Included in the post-grant period will be efforts to secure state funding, federal entitlement funding, and private donations or grants. The project intends to use grant funds to develop materials and approaches and then leverage those items to secure additional funds from other sources. Due to the cuts in state funding, the project and schools have developed fundraising skills and have developed partnerships and other community supports. These plans are appropriate and will greatly assist the project when federal funds have ended.		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2
Competitive Preference Priority Reviewer Comments:		

The applicant does not provide evidence of a coherent and sustainable partnership with a public or private organization. The applicant is the prime provider of all programs and services. It does, however, indicate that it will work with and “partner” with a number of other parties. For example, the applicant indicates that it plans to personalize education with parents as partners in the form of parent liaisons and parent volunteer groups. This approach is included in its development of additional schools in the consortium. The applicant plans to increase student and family access (iShine portal), create Parent Resource Centers, and connect families with community resources (health and social services). However, this parent “partnership” is not with a public or private organization. These other partnerships do not present evidence that they track selected indicators to measure progress, use data to target its resources, develop strategies to scale the model, or create a decision-making process or infrastructure.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has developed a proposal that addresses the four core educational areas of the Race to the Top program. Its application includes programs and services that seek to personalize learning for each student through the International Baccalaureate framework, engage and support families of the students, support the educators in the schools, and incorporate technology into the overall program. The overall focus of the program is to prepare all students to attend college. The applicant has developed a needs assessment that will identify gaps which serve as the basis for their proposed services and activities.

Total	210	186
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	3

Optional Budget Supplement Reviewer Comments:

This supplemental budget focuses on performance based incentives for teachers and other staff in the consortium. Specifically, the applicant seeks to provide rewards for staff effectiveness and improved student results. The rationale for this supplement includes emphasis on personalization of educational plans for students, retention of teachers skilled in the international baccalaureate program (IB), and providing more staff as additional schools are created. While the rationale relates to the overall concept, it lacks the components of a high quality plan. It does not include goals, a timeline for the activities or specific deliverables. In addition, the request lacks specific information about the number of schools, number of students and teachers, and expected achievement gains. More specific information is needed. For example, there is an allocation of \$190,125 in year one for "educators" without any number of positions and individual amounts. The reasonableness of this allocation cannot be determined.

Optional Budget Supplement (Scored separately - 15 total points)	15	3
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Optional Budget Supplement Reviewer Comments:

This supplemental budget request seeks additional funding for the Road to College Program. It seeks to provide on campus connections to career exploration which includes mentoring for AP faculty. It also includes strengthening partnerships with families in current and newly created schools. It will ensure that counselors who work in the schools have adequate travel resources, emergency funds for students, additional opportunities to connect with alumni, and ongoing collaboration efforts with other programs. While these services and activities may have merit, it is unclear what some programs and services actually involve (e.g., emergency funds for students). In addition, the request is very vague and includes budget allocations without explanation; for example, \$230,050 for counselor travel over four years. It is unclear how many counselors are involved, how

many students are impacted and for what purpose the travel is needed. Overall, it lacks the elements of a high quality plan; i.e., specific key goals, specific activities, a timeline or deliverables.

Optional Budget Supplement (Scored separately - 15 total points)

15

3

Optional Budget Supplement Reviewer Comments:

In this budget supplemental request, the applicant is requesting funds for its lowest performing school. It intends to enhance the culture of learning, strengthen student engagement, and increase achievement. The funds will enable the applicant to fully fund an engineering program (Project Lead the Way). The applicant indicates it will add positions and seek to expand the program across the consortium. While the program appears to have potential, it is unclear how the applicant will seek to implement the project. The request is very brief and lacks specific information and details about the curriculum and how it will specifically relate to the main program. It also lacks the element of a high quality plan by not providing key goals, activities it plans to undertake, a timeline or a list of deliverables. In addition, the budget has very broad allocations; e.g., the annual allocation for teacher travel lacks specific information concerning the number of teachers and where travel would take place.



Race to the Top - District

Technical Review Form

Application #0518TX-3 for Uplift Education - Peak Preparatory

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Uplift Education demonstrates a clear vision to decreasing achievement gaps in schools. Uplift Education clearly defines their four education assurance areas as :</p> <p>Adopting standards and assessments that prepare students to succeed in college and the workplace Building data systems that measure student growth and success to inform educators how to improve instruction Recruiting, developing, rewarding and retaining effective teachers and principals Turning around our lowest-performing schools</p> <p>Uplift Education wishes to employ the IB model across all grade levels to ensure academic success which is an excellent idea to accelerate student achievement.</p> <p>Uplift Education has a clear vision of including students, teachers and parents in the success of their school.</p> <p>This criteria allows Uplift Education to score the maximum points in this category by providing a clear vision which focuses on individual student achievement, a data system, measure student achievement and closing achievement gaps as well as training and recruiting high quality teachers resulting in full points for this category.</p> <p>By having a clear vision, students will have clear expectations and goals to achieve. The data system will provide the necessary tools for teachers, parents and students to monitor, track progress and ensure success of students at Uplift. Ongoing assessments will ensure the measurement of student progress and monitor closing achievement gaps. Providing necessary training for teachers will ensure high quality teachers which will result in higher teacher retention. The commitment to turn around the lowest performing schools shows dedication to ensure this plan will be carried out. All above elements are keys to a high quality successful plan.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
(A)(2) Reviewer Comments:		

Uplift Education will include all five districts in their grant.

Each school was identified with the number of students in attendance and projected growth. Uplift provided this information in a chart to identify the total number of participating students and educators.

This plan has a clear timeline of implementing this reform including dates.

Uplift receives all points in this category for stating which schools will be affected by this reform and providing a clear timeline of implementing this reform. The implementation of this program is set for five parts which allows for growth and monitoring. This idea also allows for ample time to train teachers, engage students and train families on how to track and review the individual learning plans of students. There are multiple letters of support for this reform.

(A)(3) LEA-wide reform & change (10 points)

10

10

(A)(3) Reviewer Comments:

- There will be input from both classroom teachers and leaders in evaluating the plan to reach these goals. Uplift will devise committees to address these needs, made up of educators, parents, campus leaders, district managing directors and network-wide leadership.
- Charts are used to show clear goals and the road to meet these goals.
- A separate chart is used to show each of the four components each with their own explanation of progress toward vision, gaps, with Race to the Top funding and goals. This chart is used to show highly attainable goals Uplift plans to reach with this funding.
- Uplift Education receives all points in this category for finding innovative ways to have input from all stakeholders in evaluating their plan, providing meaningful support, and reach in its outcomes. This plan is clearly defined to focus on standards and assessments, data systems, effective teachers and leaders, and school turn-around. Providing a plan as comprehensive as this shows the commitment of Uplift to maintain a high level of success.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

6

(A)(4) Reviewer Comments:

- Explanation of Assessments is used to determine proficiency status and growth
- Decreasing achievement gap chart does not match projected outcome. Based on this chart the expectations would be less than the goal they have already reached.
- Graduation rate data will continue to be 99%
- College enrollment data will continue to be 98%
- Data not available for post-secondary option but explanation was given
- Based on this short narrative, the information in this plan does not appear ambitious to achieve this plan as students are already meeting a high expectation resulting in a loss of points. Uplift shows a high graduation rate and college enrollment rate which does not show room for improvement thus resulting in a loss of points. Uplift scores in the middle of this category as they do provide performance on assessments, the ability to decrease achievement gaps and the gaps they want to continue to decrease, high graduation rates and high college enrollment rates.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15
(B)(1) Reviewer Comments:		
<ul style="list-style-type: none"> • Summative Assessments shows Uplift outperformed 4 out of 5 districts • Clear goals to meet or exceed state standards • Currently out performs the state average on EOC • Shows student growth even when students enter the school below performance standards • Use 3 college readiness exams/tools • Turn around schools uses 100% highly effective teachers • Chart shows growth in all areas except 7th grade reading • Student achievement shows some gaps but identifies areas that need improvement 		

<p>Student performance is shared through iShine with teachers, students and parents to track student performance and data</p> <ul style="list-style-type: none"> Teachers have the opportunity to see and use test scores to further help students Uplift receives all points in this category for showing valid evidence of improving student learning, achieving ambitious reforms and making student data available to all stakeholders. Each component is vital to the success of students and clearly shows their track record for success in their district. 		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <ul style="list-style-type: none"> All information on salaries for personnel and non-personnel expenditures are reported In the appendix B.2.3 and B.2.5 there is a clear evidence of transparency of expenditures, a clear explanation of how Uplift shares information and their target audience. 		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <ul style="list-style-type: none"> Personalized learning environment demonstrated with the opening of Teach for America Leadership program implemented which strives for excellence and is based on New Leaders for New Schools Included information from the state on charter schools Meet state requirements as needed for standards and assessment, accountability, financial reporting, and meeting the needs of disabled students Plan is to extend their current model of success which embodies a college readiness focus for student achievement. Uplift receives all points in this category for providing valid evidence of successful conditions and sufficient autonomy. They have provided the necessary information from the state on charter schools, a clear leadership program, importance of personalized learning environments and meeting the state requirements for standards, assessments and accountability. Uplift receives all points in this category for providing a high quality plan for implementation. 		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <ul style="list-style-type: none"> Uplift provides evidence of support from all stakeholders, families, teachers, students, and community members Uplift identified a Race to the Top Steering committee Uplift will track their re-enrollment rate Uplift provided letters of support from individuals and organizations 99% approval rate for this plan from staff Uplift has received all points in this category for providing letters of support from community groups and local officials. Uplift showed a strong dedication to teacher and parent buy in by surveying staff and parents to show support for the RTT grant. Uplift also collaborated with other educational groups such as the Teaching Trust program. Uplift showed a remarkable attempt to involve all stakeholders in the process of creating this grant resulting in full points in this category. 		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <ul style="list-style-type: none"> Uplift provides a tailored plan for each student and deepens their learning with different activities Uplift recognizes students already met goals and strives for them to achieve more Uplift provides continued professional development for teachers Uplift plans to enhance their curriculum to prepare for IB classes Uplift shows a desired initiative to increase the use technology Uplift provides a clear chart of expectations identifying area, goals, activity, timeline, deliverables and persons responsible Uplift has conducted assessments to identify the areas of achievement gaps and needs to best serve students. 		

This comprehensive plan, Uplift created, shows a strong commitment to implement personalized learning environments, to close achievement gaps and meet student needs. Uplift's plan to continue to train teachers, include more technology in the classroom as well as tailoring instruction to meet student needs to decrease achievement gaps allows them to receive full points for this category.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20
(C)(1) Reviewer Comments: <ul style="list-style-type: none"> Uplift will provide an individual learning plan for each student based on college and career readiness. This is important to address the needs of students and meet them at their own level to ensure success and college readiness. This plan includes students, parents and teachers and includes students' individual interests. When individual interests are incorporated into the classroom, success rates tend to increase showing a true effort to make successful students. Has a system of tracking this progress and goals in place Follows the IB framework. The IB framework encourages high success among students and challenges them to continue to succeed in school. Provides differentiated instruction for students. Having a blended learning model allows teachers to reach students at multiple levels and ensure individualized learning gains will be met by students. An individualized approach to student success shows Uplift is dedicated to the success of every student. Road to College program will encourage students to attend college after high school which shows an aggressive approach to having students college and career ready. Extra-curricular activities planned for students such as college visits and family support sessions to further encourage college and career readiness which is important to the success of this plan. Aggressive growth goals of 1.5 years are already set for students to achieve. This shows aggressive attainable goals for students to reach. Personal goal setting for special education students and ELL which is over 70% of population Chart provided for what this will look like and the expectations at goal setting. Details show the use of Common Core, State Assessment and IB as rigorous delivery of content to prepare students for careers and college Evidence shows wanting to use a blended learning model with technology to support the current IB framework Currently has a program in place to encourage college and plans to continue this process and enhancing it by adding increased opportunities for career readiness through various programs such as blended learning. This blended learning approach provides the opportunity to meeting individual student needs. Parents and students will be trained on the iShine software to ensure they know how to navigate through and use this software. The above mentioned bullets allow Uplift to receive a score of a 20 in this section as they have a clear and concise plan to reach these goals with involvement from students, families and teachers. 		
(C)(2) Teaching and Leading (20 points)	20	20
(C)(2) Reviewer Comments: <ul style="list-style-type: none"> A detailed plan is provided for professional development and support in place for teachers Evidence shows the use of data to see trends and continuously improve the assessment process Uplift plans to have a support team in place to support and guide teachers IB training will be provided throughout the year and summer for teachers to continuously grow and evaluate teaching strategies in their classroom Adding to the coaching team to further assist teachers to meet goals and enhance teaching strategies in the classroom. This evaluation of piece shows that Uplift is committed to providing resources for students and identifying when these resources need to be changed to better meet the needs of students. The teacher is able to include these strategies in the iShine software to enhance their own lessons or provide resources for students. STTE(Shine Through Teaching Excellence) evaluation system is in place so teachers can grow professionally. School leaders and coaches can use this information to better assess teachers and provide quality feedback and better individualized education plans for students. Monetary and non-monetary awards are in place to ensure retention of 		

best teachers. This evaluation system allows for continuous and constant feedback from coaches and administration to ensure teachers are providing the highest quality education for students. Evidence of the evaluation form is provided in the appendix.

- A chart is provided to set clear goals and evidence of these goals. Uplift has a curriculum team to constantly evaluate and monitor curriculum needs to best meet student needs.
- The iShine software allows students to have resources available to them digitally to enhance curriculum and further ready them for college or a career. This software also provides the opportunity for teachers to share information and resources with parents and families.
- Uplift has the necessary tools in place to provide collaboration among teachers to ensure best practices in the classroom.
- In appendix C.3.4, Uplift provides evidence of their model to ensure excellence through development of teachers and leaders. This evidence provides the keys to retain high quality teachers with both monetary and non-monetary incentives. By providing these incentives, Uplift shows a dedicated effort to retain high quality teachers as well as committing to have 100% of their teachers at their lowest performing school be highly effective.
- Based on the above bullets Uplift receives full points for providing a high quality, clear and measurable plan to improve the learning environment. Uplift does this by providing a personalized plan for students and the necessary tools for teachers to improve instruction for students.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	10
(D)(1) Reviewer Comments:		
<ul style="list-style-type: none"> • Uplift allows for flexibility in scheduling to make adjustments to meet the needs of students. In doing this, Uplift can create a master school schedule to meet the needs of their curriculum. • Uplift encourages special education students and ELL to set attainable goals when necessary • Uplift uses specialists on campus to meet student's individual needs. These specialists provide additional support to students and teachers to ensure student success. • Uplift's LEA will use the data warehouse site to manage information making it easier for parents and teachers to access this information and assess it. • Although Uplift allows for a personalized approach to meet students' needs, they do not demonstrate an opportunity for students to demonstrate mastery of standards in multiple ways thus resulting in a loss of points • Uplift does not demonstrate a way to give opportunities to students to progress and earn credit based on demonstrated mastery thus resulting in a loss of points. • Uplift does not identify how their consortium is organized, who is in charge and how this plan will be carried out resulting in a loss of points. • Uplift scores in the middle range for this category, for providing a high quality plan to implement this grant and meet the needs of individual students however there is not clear evidence of how they will allow students to progress or earn credit on demonstrated mastery as well as identifying how their consortium is organized, who is in charge and how this plan will be carried out. 		
(D)(2) LEA and school infrastructure (10 points)	10	8
(D)(2) Reviewer Comments:		
<ul style="list-style-type: none"> • Uplift uses iShine to provide parents and students access to their data. • Uplift will provide training for parents to access this information so they can work with the school to ensure student success • The Parent Resource Center will be available to access this information for all students and parents. The Parent Resource Center provides parents with the necessary tools and training to effectively monitor their student's progress and needs. 		

Uplift has a plan to use inter operable data systems (iShine), however they do not demonstrate a high quality plan to use this data system effectively resulting in a loss of points. Uplift will only be using iShine and will not be incorporating another system into their already existing system of iShine which does not show evidence of the use of human resource data, budget data and instructional improvement data. This will be a stand-alone system, thus Uplift receives a loss of points in this category.

- Uplift does provide a high quality plan to address the needs of providing students with necessary tools for success, providing technical support and the use of the iShine system which allows them to score in the high range for this category.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: <ul style="list-style-type: none"> • Uplift has a schedule planned with 12 actions throughout the year to ensure constant communication of their plan. • Uplift will include student results, implementation, engagement and communication and resource analysis to this plan. • With the 12 scheduled actions throughout the year, including the people involved in the plan • Uplift has a monitoring tool in place to continue to monitor this plan after the term of the grant. • Uplift provides the necessary strategies to implement and monitor this program. • Uplift presents a strong and comprehensive plan of a 12 month schedule with 12 specific actions throughout the year to address ideas and feedback and to continue to successfully monitor this plan. By providing the 12 month schedule and a clear plan to communicate and analyze this plan Uplift shows a commitment and dedication to the success of this plan allowing for continuous improvement throughout the year. 		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments: <ul style="list-style-type: none"> • Uplift has four primary communication goals • These goals follow an extensive plan to communicate with stakeholders and include reporting on the program internally to constantly improve the program. This shows excellent drive to see this reform work. Second, providing data and analysis to the Department of Education shows the commitment to make this program a success and further shape policies. Third, sharing the information with the community through newsletters as a way to celebrate success and share lessons learned shows a transparent approach to this reform. Finally, they want to share how this has improved the schools and show how Uplift is ready for this reform. • Uplift will share this information to show the impact RTT has had on their school. • Uplift receives full points for this category for having goals and a way to communicate the outcomes as well as including a high quality approach to continuously improve or adjust this plan for maximum effectiveness. 		
(E)(3) Performance measures (5 points)	5	5
(E)(3) Reviewer Comments: <ul style="list-style-type: none"> • Uplift provided all information in charts to represent each subgroup • Uplift will be servicing students K-12 and provided information in each of the above mentioned categories • Uplift used performance measurements of MAP, RIT, PLAN and EXPLORE. There was evidence of a 75th percentile ranking for college and career readiness. There is also clear evidence of SAT scores and AP exams. Uplift further included the social emotional indicator in parent surveys to show a sense of caring, ownership, responsibility and fairness in choices students make. • Uplift will examine their effectiveness as well as asses teacher and leader effectiveness and analyze the use of the student/family portal (iShine) to measure progress. Based on these results, Uplift with alter the program to best meet the students' needs showing the dedication to a high quality plan. • Uplift receives all points in this category for demonstrating a high quality plan in choosing their rationale for each sub group, providing assessment data to support the rationale, the need to examine teacher effectiveness and measure the 		

use of student and family use of iShine. This effort in all categories allows Uplift to score the maximum amount of points in this category.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

- Uplift has a system in place for analyzing student achievement results, assessing teacher and leader effectiveness, analyzing the use of student/family use of portal as well as tracking the budget thus resulting in all points for this category. This system allows for constant feedback and the ability to change instruction to best meet student's needs.
- iShine and the STTE program will provide the information to continuously evaluate students assessment data as well as teacher effectiveness thus demonstrating a high quality plan.
- The use of these software programs will allow Uplift to evaluate what is happening in the classroom, success of students, teacher effectiveness and track the use of the student/family portal (iShine). This shows a dedicated effort on Uplift's part, to continuously improve this plan. As Uplift already uses the iShine software, they are enhancing it as they see a need to do so. This is a good example of continuously improving their plan resulting in full points in this category.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments:		
<ul style="list-style-type: none"> • Uplift provides a clear explanation of funds for all aspects of this project thus resulting in full points in this category. • Uplift provided an amount and explanation of how the money will be used to increase college and career readiness at their school • Uplift's proposed plan builds on the existing structures and programs funded either through regular operations or one-time foundation support. By supplying significant funding, RTT will catapult their projects to the next level, accomplishing more quickly their commitments to IB learning supported by classroom technology, performance management, and community involvement. To have a comprehensive plan such as this shows true commitment to the success of this reform. 		
(F)(2) Sustainability of project goals (10 points)	10	5
(F)(2) Reviewer Comments:		
<ul style="list-style-type: none"> • Uplift's largest cost will be personnel and has hopes student enrollment will cover the cost of these positions. It appears if the growth does not happen these programs will not be able to continue because of a loss of staff. If the loss of staff happens, the program will not be sustained resulting in a loss of points. • Uplift explained how they plan to absorb the cost of programs from the grant to their regular operating budget and to supplement with foundation gifts and donations. They did not provide an exact amount of what will be absorbed thus a loss of points. Uplift is a charter school and foundation gifts and donations are likely a part of their budget and can sustain part of this cost but not all of it resulting in a loss of points. • Uplift does not identify support from State and local government, thus resulting in a loss of points. Uplift identifies that the State of Texas has cut spending which has resulted in an increase in fundraising to sustain costs. This does not exemplify a high quality plan to sustain the programs of this grant after the term of the grant. 		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2

Competitive Preference Priority Reviewer Comments:

- Uplift has partnered with immigration support organizations, English classes for families, pre-school options, health fairs, clinics and low cost health options thus showing the partnership with the community.
- By partnering with different support organizations and showing an increased need of parental involvement Uplift can reach all students on their campuses to address educational needs and social and emotional needs. Uplift recognizes based on their dynamics of their students parental involvement is limited but is trying to make available a parent resource center. This center will provide the necessary needs and further enhance the connections with families.
- Although Uplift has an idea, they did not address a need for this or provide a comprehensive plan to carry out this need resulting in a loss of points.
- Uplift does not provide direct partnerships with community organizations or goals for these organizations resulting in a loss of points.
- Uplift does not provide population results or a way to track these results either now or in time.
- Since there is not a clear partnership there is not the ability to build the capacity of staff.
- Uplift does not provide annual ambitious achievable performance measure to meet this competitive preference resulting in a loss of points.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

- Uplift met the absolute priority 1 requirements with their explanations of creating personalized learning plans for each individual student.
- Uplift has clearly demonstrated the commitment from parents, students, educators and stakeholders to meet the needs of this plan.
- Uplift demonstrates the ability to have students career and college ready with the implementation of their IB programs and decreasing achievement gaps among subgroups while continuing to set high standards for students.
- Uplift has a clear plan to train and coach teachers to include differentiated instruction for students to meet student needs.

Total	210	186
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	3

Optional Budget Supplement Reviewer Comments:

- Incentive Pay is the first budget proposal for Uplift.
- Uplift is asking for additional funds to help retain great teachers. There is a clear plan to award money if goals are met. This will be tracked through the already established STTE.
- This does not identify how many teachers will or could be awarded through this funding.
- This plan does not directly identify how this ties back to the RTT grant
- There is already a teacher incentive plan in place at Uplift so a direct need is not clearly stated in their rationale resulting in a loss of points in this category. This loss of points results in a low score for this budget proposal.

Optional Budget Supplement (Scored separately - 15 total points)	15	3
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Optional Budget Supplement Reviewer Comments:

- Road to College
- Uplift provides an idea to enhance their RTT grant with the Road to College plan. This program allows students, starting in sixth grade, to have exposure to different colleges. There is not a clear rationale or high quality plan to carry out the Road to College Program. This budget seems excessive with little explanation of how money will be used for emergency travel or AP mentoring.
- This budget plan shows an increase in funds each year with no explanation of how this money is necessary or will be used resulting in a loss of points

Optional Budget Supplement (Scored separately - 15 total points)

15

3

Optional Budget Supplement Reviewer Comments:

- Hampton- Project Lead the Way
- Other than identifying STEM, the budget for Project Lead the Way does not directly identify how it will relate to the RTT grant.
- It is unclear if the only school using funds from Project Lead the Way is Hampton Preparatory.
- The budget for the salaries is not clearly explained for the curriculum coordinator as it is projected to increase each year.
- The budget for teacher coverage is not clearly explained as there is an increase each year.
- There is money allocated in the budget for teacher travel, yet in the plan this is not identified how or why it would be needed.
- It does not seem clear how the implementation of a technology integration collaboration teacher will affect or benefit this program. It is allocated in the budget however no rationale is provided.
- Uplift lacks high quality evidence in their plan by not representing the following areas; which schools will benefit from this budget, how this directly relates to their RTT grant, why the salary of the curriculum specialist is different each year, why teacher travel is necessary and the need for a technology integration collaboration teacher resulting in a low score for this budget proposal.